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ABSTRACT

The major purposes of the summer reading program of the Falconer School, funded through ESEA Title I, were (1) to provide remedial assistance in reading to students, and (2) to provide a setting for staff innovation. Individualized instruction was central to the program in which new materials, techniques, and learning conditions were tried. The program attempted to operationalize the open classroom and vertical grouping concepts. Discussed are (1) Planning and Preparation, (2) Goals and Objectives, (3) Preliminary Organizational Arrangements, (4) Inservice Activities, (5) Program Activities, (6) Evaluation. The program was very effective in implementing the open classroom concept and teachers learned new methods of instruction. The non-graded system, based on individual goal setting and interest activities was quite successful, as reflected by student reading gains and positive attitudes. (DP)

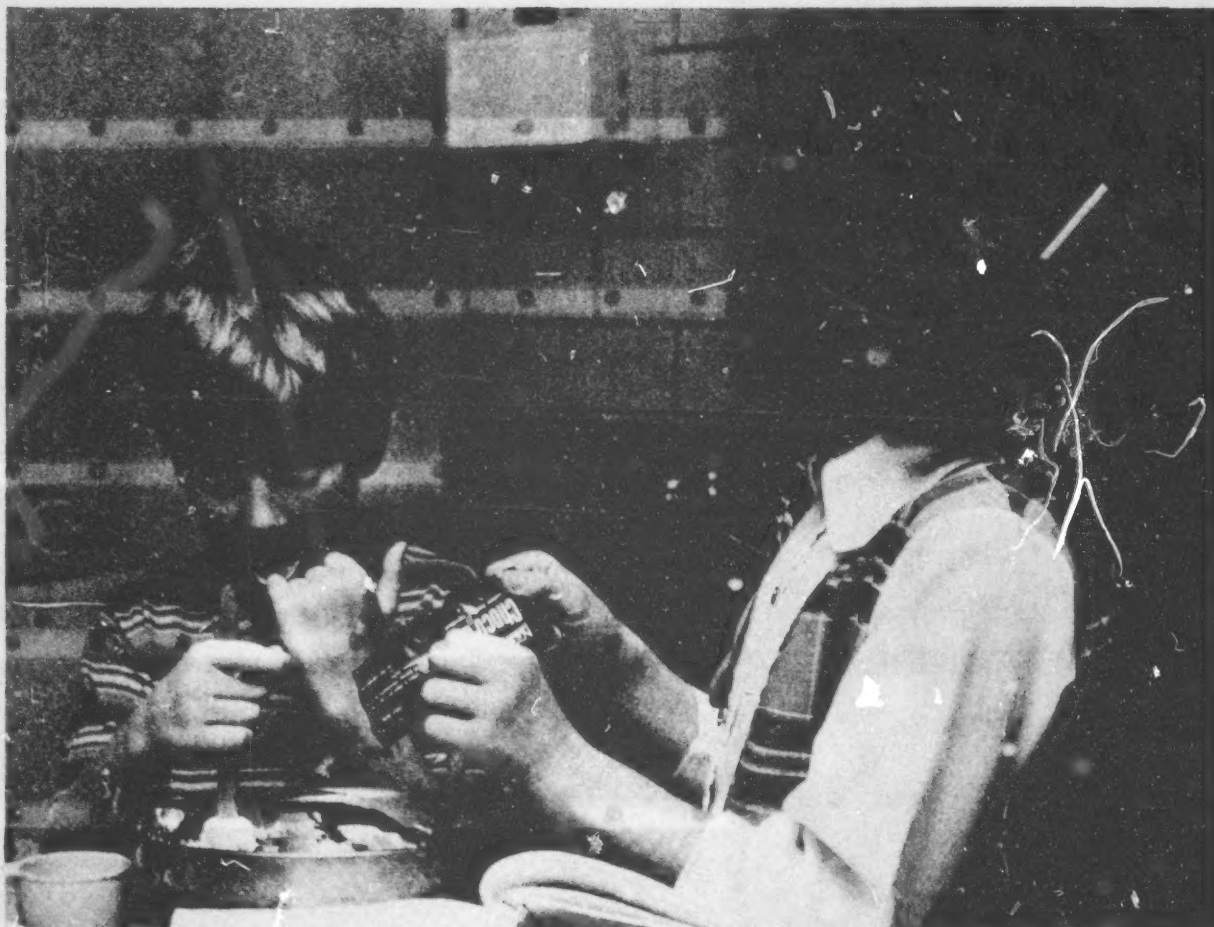
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Falconer Central School

Falconer, New York 14733



PS 007093

SUMMER SCHOOL PROGRAM

ESEA TITLE I

JULY 5-21, 1972

Part-time Pilot for Open Education

Daniel J. Bauman, Madan Mohan, Ronald Hull, SUNY Fredonia, and Elizabeth Alday,
Falconer Central Schools

Some school staffs and communities are interested in innovations but apprehensive about implementing changes. The purpose of the Falconer 1972 Summer Program was to gain staff and community knowledge about and support for potential innovations in the school district. A survey of teacher opinion indicated interest in Open Education if practicality could be locally demonstrated. Some of the concerns expressed were:

1. Will management be unduly difficult with 100 to 150 multi-age ungrouped students in one undivided area?
2. Can learning experiences be effectively organized around free choice interest centers?
3. Will cognitive achievement in specific reading and study skill be maintained or improved?
4. Will parent volunteers learn to use special equipment without investment of teacher time?
5. Will voluntary attendance by students and parents be maintained?
6. Can objectives be realistically set by self and met?

During planning of the Summer Program, a program review of the elementary program in the district revealed concerns and attitudes of the teachers. Each student in the district completed the Instructional Objectives Exchange (IOX) questionnaire on attitude and was individually tested on the Wisconsin Individually Guided Education (IGE) Reading and Study Skills checklists. Community opinion was subjectively estimated from comments and attendance at meetings.

Individual student and adult objectives logs were kept daily during the program as well as attendance. All students were tested at the end of the program with the IOX attitude questionnaire and the IGE skills tests. Comments evaluating the program were collected from adults at the end of the program. During the following school year, implementations of parts of the Summer Program were documented and adult reactions invited.

Parametric data are reported with the appropriate t-tests and non-parametric data are reported with chi-square tests. Interview and comment data has been reduced by content analysis.

The format used for gaining broad support for a program was successful and could be used in other districts and with other programs. A very satisfactory number of innovations were implemented subsequent to the program with frequent reference to the program. Achievement and attitude of students reflected significant gains.

FALCONER CENTRAL SCHOOL
SUMMER SCHOOL PROGRAM

ESEA Title I

July 5-21, 1972

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Dr. Ronald Hull
Dr. Madan Mohan

Teacher Education Research Center
State University College
Fredonia, New York

and

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Falconer Central School
Falconer, New York

FOREWORD

The Falconer Summer Reading Program was supported by E.S.E.A. Title I funds with the State University College at Fredonia, Teacher Education Research Center staff as consultants. The Program was planned by the Elementary Department of Falconer Central School, the TERC consultants, and the Title I Parents' Committee.

The two-fold purposes were to provide remedial assistance in reading to students and to provide a setting for staff innovation. The participating students demonstrated gains in reading skills. The staff developed materials for multi-age open classroom work that can be used in the regular program of instruction. Parent involvement resulted in training with current educational equipment and materials and community support for the program. The innovations developed should have wide application.

Special thanks are due the consultants from the Teacher Education Research Center; specifically Dr. Daniel Bauman, Dr. Ronald Hull, and Dr. Madan Mohan.

Special thanks are due Vince Davis, Freeman Hockenberger, and Val Thaden for assistance in producing a videotape description of the program. Special thanks are also due Doris Hall, Marian Anderson and Chris Halas for their stenographic assistance in preparation of the manuscript.

James H. Gassman
Supervising Principal
Falconer Central School

Kenneth G. Nelson
Director
Teacher Education Research Center

SUMMER SCHOOL PERSONNEL

* * * * *

Administration.....Falconer Central School

James H. Gassman.....Supervising Principal
Mrs. Elizabeth Alday.....Elementary Coordinator
Rudolf Donn.....Principal of the Summer School

Consultants.....Teacher Education Research Center
State University College, Fredonia, New York

Dr. Daniel Bauman.....Identifying Goals and Evaluation
Dr. Madan Mohan.....Peer Tutoring
Dr. Ronald Hull.....Setting Individual Reading Goals

Teaching Staff.....Falconer Central School

Paul B. D. Temple School.....Donald Lazarony
Mrs. Ruth Davis
Mrs. Lila McKee
Mrs. Suzanne Feenstra

Ellington School.....Mrs. Rose Bower
Mrs. Judith Norquist
Mrs. Elizabeth Matthews

North Side School.....Miss Celeste Coggiola

South Side School.....Richard Pond

Harvey C. Fenner School.....Miss Elizabeth Stocum

Monitors.....Falconer Central School

North Side School.....Mrs. Carol Butman

South Side School.....Mrs. Alma Ognibene

Bus Drivers.....Falconer Central School

Paul Rhoades

Rudolph Benson

Parent Volunteers

Mrs. Marylou Terrill
Mrs. Jane Ricotta
Mrs. Patricia Streed
Mrs. Barbara Metcalfe
Mrs. June Kent
Mrs. Eleanor Bird
Mrs. Opal Sprague
Mrs. Grace Baran
Mrs. Nancy Arrance
Mrs. Jeanne Chase

Mrs. Barbara Hays
Mrs. Angie Ricotta
Mrs. Helen Merrill
Mrs. Arlene Thompson
Mrs. Ruth Canfield
Mrs. Martha Armstrong
Mrs. Beverly Elf
Mrs. Joyce Ormond
Mrs. Irene Rizzo
Mrs. Emma Avery

High School Volunteers

Miss Elizabeth Yager

Leon Baran

Teacher Volunteers

Miss Sheila Dolce

Guest Presenters

Mrs. Ved Mohan
Mrs. Doris Overend
Jack Lawrence
Thomas Donn

Mrs. Mary Ostrander
George Eccles
Mrs. Edward Gilbert
Ellery Matthews

Pictorial Record

Cover Photo.....Jamestown Post Journal

Article Photos.....Elizabeth Alday

Video Taping.....Vincent Davis - Falconer Central School
Technician

Dan Bauman - Consultant

Rudolf Donn - Summer School Principal

Leon Baran - Falconer Central School
Student

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Falconer 1972 Summer Program
* * * * *

INTRODUCTION

The summer school project entitled, Individualized Instruction for Disadvantaged Children with Emphasis Upon Language Arts, was conducted as part of the on-going Pupil Oriented and Individualized System of Education (POISE Model) program which has been in progress in the Falconer Elementary Schools for more than three years. The individualization of instruction is a system-wide goal which has been supported through various activities, i.e., staff development workshops; the field testing of instructional materials and programs supportive of individualization; and a collaborative involvement with State University College, Fredonia consultants for the study and implementation of various modes of individualized instruction. More specifically, this summer school project, although it was an outgrowth of the on-going individualization program, was supported through Title I, Elementary and Secondary Education Act (ESEA) funds, and was directed toward children with reading difficulties from low income families.

Subsequent to the consideration of various modes of instruction and motivational techniques, it was decided that the summer school should offer the children an array of experiences which would be quite different from their school-year experiences. The staff decided to operationalize the Open Classroom and Vertical Grouping concepts of education and to insure that a substantial number of reading skills would be attained by each child.

The staff also decided to introduce a variety of new materials, instructional techniques, and environmental conditions for the instruction of

disadvantaged children. Furthermore it was intended that the summer school teachers would form a nucleus around which new teaching methods and techniques could be developed in their respective schools in the coming school year in order to meet the needs of all children. Thus, the summer program had two major purposes: the improvement of pupil attitudes toward reading and the mastery of reading skills; and staff development in terms of trying out new instructional techniques, equipment, and materials which would provide carry-over benefits to the individualization program.



Board of Education studied the program.
Rudolf Donn, principal, explained the
purposes.

PLANNING AND PREPARATION

The thinking regarding a summer school program began with the committee of parents in January 1972, when a review of Title I programs was presented. Parents felt that their children had benefited from previous summer programs and that they had retained their reading skills. The parents requested that consideration be given to a summer program for 1972. Faculty members concurred with parents and they also thought that summer programs gave them time to work closely with disadvantaged children and the opportunity to try new concepts on a small scale. Several lay committee meetings followed and Parent Teachers Association groups in all buildings gave some time in February and March to the consideration of the summer program for 1972.

An ad hoc committee headed by Mrs. Elizabeth Alday, Elementary Coordinator and comprised of elementary principals and unit leaders, key teachers and college consultants, began in April to plan the details of the summer school. The committee based its planning on desires expressed by the lay committee and the resources available in the school and community. Thus, the following guidelines for the summer school were set:

- A. Inasmuch as the program has funds which can take care of a very limited number of children, the pupil selection will be:
 - 1. On the basis of need
 - a. economic
 - b. reading difficulty
 - 2. From the following grade levels in order 1, 2, 3, 4, and 5.
- B. Time daily to be 3½ hours, with each child having two hours in the Center.
- C. Plan for a three week session, if the budget will allow.

- D. Utilize the Open Classroom concept as a base for developing activities for the objectives.



Two teachers, Lila McKee and Celeste Coggiola, preparing the day's lessons.

- E. Utilize the help of parents as volunteers in the program.
- F. Utilize all equipment still available from previous ESEA Title I and Title II programs.
- G. Utilize the open space of the cafeteria in the main high school building, which offers:
1. adequate space
 2. folding partitions in the new section
 3. good lighting
 4. kitchen facilities
 5. room is cool during the summer months.
- H. Records on the children from the current 71-72 school year will be studied and test results used as one base for comparison in evaluation of pupil progress.
- I. Parents will be requested:
1. to attend a pre-summer school session in order to become aware of the goals.
 2. to meet with the teachers for at least one conference.

GOALS - OBJECTIVES - EVALUATION

In light of the guidelines stated above, the following goals, objectives and evaluation criteria were established for the summer school program:

A. Goals

1. Pupils: Pupils will have an opportunity to improve their skills and attitudes in the area of reading through their exposure to a varied and enriched learning environment and stimulating materials in an Open Classroom concept.
2. Teachers: Teachers will become aware of innovative concepts such as the Open Classroom and Vertical Grouping and learn to reorganize their teaching techniques to implement this type of program in working with disadvantaged children.

Techniques to be developed during this session will include modified modular scheduling, counseling with children, guiding pupils in peer tutoring, and in exercising their options of elective materials and learning activities.

3. Parents: Parents will become involved in the child's teaching-learning process through:
 - a. participation in the actual planning of the program
 - b. participation in the operation of the program by means of acting as volunteer helpers
 - c. opportunities to develop an awareness of new approaches to learning.

B. Objectives

1. Pupils:

- a. Pupils will demonstrate a more positive response on the reading attitude questionnaire (Appendix C) at the end of the summer session than at the beginning.
- b. Pupils will show increasing interest in the utilization of materials designed to improve reading ability. This will be measured by activities recorded in the pupil log book. Materials will include:
 1. Wisconsin Study Skill Materials (University of Wisconsin, 1970)
 2. The Story Plays (Rector, 1970)
 3. Educational Games
 4. Controlled Reader
 5. Language Master
 6. Story-Record-Cassette Combinations
 7. Autotutor
 8. High Interest Books
 9. Magazines
- c. Pupils will demonstrate ability to set goals for their learning, select activities, and successfully complete their projected programs.
- d. Pupils will demonstrate ability to work in a peer teaching situation as measured by teacher and volunteer parent observation.
- e. Pupils will improve their reading skills in the areas of word attack, study skills, and paragraph meaning.

2. Teachers:

- a. The teachers will demonstrate an awareness of the Open Classroom and Vertical Grouping concepts through participation in the planning, operation and evaluation of the summer session. The session will include experiences in modified modular scheduling, counseling and guiding children, and in selecting new learning experiences. In addition, teachers will participate in team planning and demonstrate an ability to diagnose individual pupil needs and prescribe suitable materials.
- b. The teacher will demonstrate more effective ways in organizing peer tutoring and teaching effective tutoring techniques to their students.
- c. The teachers will demonstrate an awareness of new materials as measured by the carry over of the use of these materials into their regular teaching assignments.

3. Parents (Volunteers):

The parents will demonstrate increased awareness of:

- a. the school program
- b. what they can do to help their own children
- c. what they can do to enlist support for school programs in the community in general.

C. Evaluation

1. The Inventory of Reading Attitudes (Appendix C), used in the current Title I program, will be regiven at the end of the program. Pupils

will show an increased number of positive responses as compared to their June, 1972 answers.

2. The pupil log books (Appendix B) will indicate a greater use of various kinds of equipment and materials toward the end of the three-week period than at the beginning.
3. The pupil's ability to set and complete goals will be measured by the activities listed in the log which he has successfully completed. The realism of the goals and their completion will show an increase in the three-week period.
4. A log of the pupil activities will show an increasing number of times he selects to help other pupils and successfully completes the task.
5. Pupils will demonstrate 80% mastery of at least two Word Attack or Study Skills areas of the Wisconsin Design for Reading Skill Development (University of Wisconsin, 1970). The pupils will show a significant gain on the Paragraph Meaning portion of the Stanford Achievement Test. A t-test will be used to check level of significance.



Dr. Mohan, pupils
and parents discuss
pupil activities.

PRELIMINARY ORGANIZATIONAL ARRANGEMENTS

Prior to the end of the school year, prospective students were identified for the summer program on the basis of economic level of the family; evidence of reading deficiencies as indicated by achievement scores and teachers' recommendations; and parental interest in the program as determined by a questionnaire.

Approximately two hundred children from grades one through five were identified as eligible and interested in the program. One principal, ten teachers, three consultants, and a number of parent volunteers were identified to carry out the summer school program. School hours were set at 8:00 a.m. to 11:30 a.m. for three weeks, from July 5 through July 28, 1972. The Junior-Senior High School cafeteria was converted into a combination open space classroom and learning center. An abundance of learning materials and equipment from throughout the district was brought to the classroom.



Planning Session -
Principal - Consultant
Teachers - Volunteers

INSERVICE ACTIVITIES

Weekly inservice planning sessions were carried out under the direction of Mrs. Alday and Rudy Donn, principal of the summer program, during the two-month period prior to July 5. Three special half-day inservice sessions were conducted by each of the three consultants as follows:

1. "Organizing the Interest Centers and Skill Groups".....Dan Bauman
2. "Organizing the Peer Tutoring".....Madan Mohan
3. "Organizing for Goal Setting Conferences and
Individualized Reading Conferences".....Ron Hull

Dan Fauman's presentation centered around the organization of interest centers in the classroom which were devised to stimulate children's interests in reading through real-life activities. Madan Mohan's session included the procedures for identifying both the tutors and the tutees who were to work together on reading skill development. Students participated in tutoring sessions on a volunteer basis. Ron Hull's session with the staff consisted of the viewing of the two Wisconsin Research and Development Center films on "Goal Setting Conferences" and "Organizing Individualized Reading Conferences". A discussion followed each film and plans were made to implement these individualization activities, using parent volunteers as conferees with children. Rudy Donn conducted a final planning and organizational session the day prior to the opening of summer school.



PROGRAM ACTIVITIES

Structure of Activities

Program activities centered around a rather structured reading skills development program using the Wisconsin Design and an array of open, interest-centered activities which were geared to stimulate interest in reading for pleasure as well as knowledge. Children were placed in appropriate reading skills levels by thorough individualized preassessment procedures during the final weeks of spring term. During the summer each child was expected to master at least two reading skills. Approximately half the time was spent in skills development. The other half of the time the children were free to plan and explore with adult assistance the many interest areas which were provided.

The daily program was generally as follows:

- 8:00 - Teachers arrived, planned and organized materials for that day.
- 9:00 - On arrival, children went to Skill Areas where the Wisconsin Reading Skills materials were used. Many children worked with the Word Attack Unit while other more advanced pupils worked with the Study Skills Units. As much as possible pupils were encouraged to select their own goals as to what lessons they wanted to complete. A variety of materials was used to stimulate and interest children.
- 10:00 - Interest groups (Appendix A) began to operate. The children had complete freedom of choice as to what group they would attend each day. Each group was designed to develop an interest in reading through stimulation of a desire to learn more about such things as Pets, Science, Sports, Cars, Plays, Cooking, Dolls, Horses, and Hunting and Fishing. During this time many persons came in to tell and show items concerning bait and traps, building and running of racing cars, doll collecting, horse care, etc.
- 10:45 - A meeting of all pupils was held during which teachers announced the next day's activities in their interest areas. Pupils then returned to their log books in which they recorded what they had done that day as well as what group they would go to the next day.

Materials used in the Skills Group were primarily the standard IGE, (Individually Guided Education) materials. To supplement these, high interest materials were obtained from the several schools as well as from Board of Cooperative Educational Services (BOCES). Several teachers had developed their own devices for approaching specific problems. The two monitors were of particular help in instructing the volunteers in methods of machine usage. The monitors and volunteers supervised the use of the machines and various other media while the teachers and volunteer helpers were busy with other children in various groups. Heavy use was made of devices for drill. Many of these were in game format and required the use of a mechanical device to sequence presentation of drill items. These machines and media were typically in use throughout the period that students were there.

The development of modules designed to meet specific learning objectives was an ongoing activity of all staff members. Modules were intended to incorporate motivational factors in meeting objectives. Modules that had been developed over a period of years were shared with other staff members.

An attempt was made to use the equipment as self-manipulating material. Wherever possible monitors and volunteers trained the students to operate the devices rather than operate them for the students. It is hoped that these students can go back to their schools and operate the equipment there.

Interest Modules (Appendix A)

Preassessment data on children's interests enabled the staff to plan a number of special interest modules for inclusion in the summer school program. Each staff member developed one special interest module. Modules were developed on Dolls, Handicrafts, Horses, Cooking, Racing, Sports, Science, Story-Plays, Pets, and Hunting and Fishing. A brief description of the

interest areas follows. The overall objective of the interest modules was to stimulate children's interests in reading by providing activities which were geared totally to expressed interests of the children.

- A. Dolls: The Dolls interest module was organized and developed by Mrs. Ruth Davis. Development of the activity began by identifying a number of books, e.g., The Fairy Doll, The Doll in the Bakeshop, and the like. Parents and children helped to bring in materials such as clothespins for the Clothespin Dolls. The activity was of interest primarily to girls, however, a few boys attended the story sessions. Twelve to fifteen children attended the sessions which were held for eight days.

Mrs. Davis, parent volunteers and aides helped children construct dolls and also read stories to younger children. This activity was highlighted by a former student teacher who brought in her doll collection for display, and told children what and how to save materials for doll construction. (Appendix A)

- B. Cooking: The Cooking interest module was organized and developed by Miss Elizabeth Stocum, who started by identifying children's cook books, such as those published by gas companies, Girl Scouts and local organizations. Many short recipes were also obtained from The Open Highways reading series, (Robinson, 1965). Recipes for the different days were posted and children were given the opportunity to select the days they wanted to participate. As many as five parent volunteers and monitors helped with the project, depending on the recipes selected for a particular day and the number of children in attendance at a given time.

Video taping Judy Norquist's
skill group.



Lila McKee's group read about
horses and examine a saddle,
with parent volunteer Beverly
Elf.



As many boys as girls participated and older students helped younger ones with measuring recipe ingredients and cooking the food. On one occasion, Mrs. Ved Mohan prepared chicken curry for the children. Recipes were reproduced and were sent home to parents. (Appendix A - Sample Recipes).

The cooking group was limited to thirteen children for each of the eight sessions.

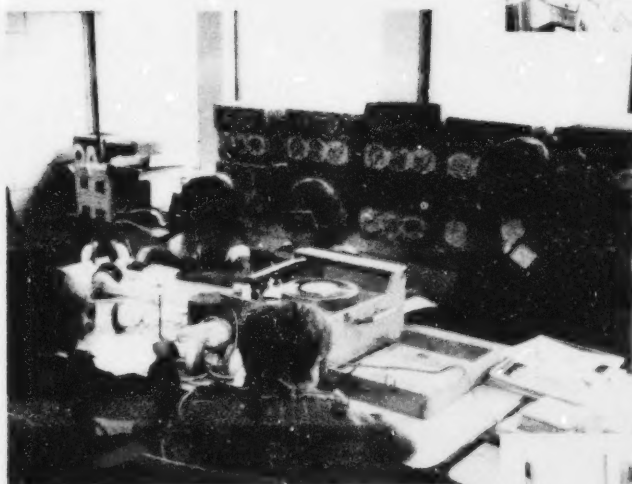
- C. Horses: The Horses interest module was organized and developed by Mrs. Lila McKee. This activity ran for six days. Among the resources used were, books on horses, slide films, diagrams of the parts of a horse, and pictures of horses and equipment.

A horse was brought in to show the children riding techniques, the horses' gaits and such equipment as the saddle, bridle and items used for grooming. Pictures were used to show historical uses of horses, e.g., work horses, buggy horses, and horses used for hunting. These ideas also were related to the television show about Justin Morgan and his horse. Parent volunteers and monitors worked with children as they selected stories to read about horses.

This was a very high interest area with from twenty-five to thirty boys and girls in attendance daily. Almost all the children in the summer school attended when the live horse was brought to school.

- D. Racing: The Racing interest module was organized and developed by Mrs. Suzanne Feenstra. Mrs. Feenstra began by identifying books, records, and filmstrips on racing. The Checkered Flag Series (Bamman, 1967) provided much high interest, low vocabulary reading materials. The Bowmar Series, (Radlaner, 1970), which is a "read along" activity was also very useful.

Guest, Mrs. Mohan, showed Elizabeth Stocum's interest group how to make "curried chicken", from a recipe from her native country, India. Parent volunteer Angie Ricotta wrote the recipe as the food was prepared.



The Listening Center, with Elizabeth Yager, High School Student Volunteer aiding the class.

Parent volunteers Helen Merrill and Martha Armstrong hear children read. Science interest group in background.



The real high point of the activity was reached when a local race car builder/driver, Mr. Jack Lawrence, came to school and presented pictures and equipment such as a fireproof race driver's jacket. A very stimulating question and answer session with the children followed his presentation.

Parent volunteers and monitors worked with small groups of children in reading race stories and drawing race cars. Older children tutored younger ones with stories from racing magazines and newspapers. This activity proved to be of great interest to intermediate age boys.

- E. Science: The Science interest module was organized and developed by Don Lazarony. Mr. Lazarony used science books, filmstrips and a vast array of science equipment, such as microscopes, piston pumps, simple electric motors, vacuum pumps, radiometers and the like, to stimulate interest in reading. For example, children read directions for assembling equipment.

Children came and left the activity at will but usually from ten to fifteen pupils stayed to work with equipment for the total allotted time. The children found the science equipment fascinating, especially the use of microscopes.

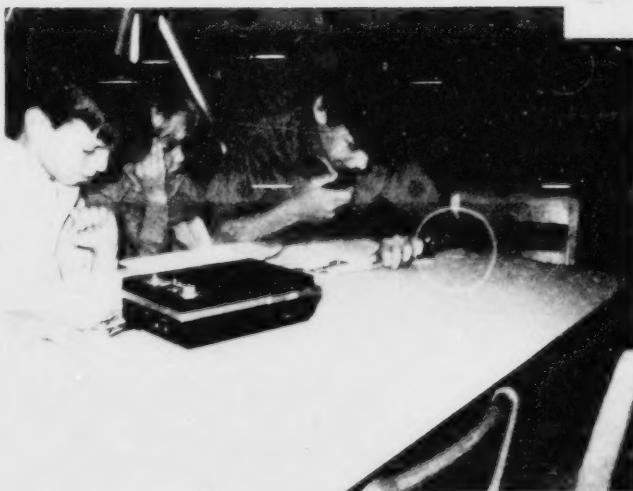
This activity provided an excellent opportunity for acquainting the children with science equipment which in Mr. Lazarony's terms, "doesn't get used often enough in the regular school setting".

- F. The Story Plays: The Story Plays (Rector and Rector, 1971) were used by Mrs. Judy Norquist to stimulate children's interests in reading independently and also in dramatizing the stories that they read.



Dr. Mohan reading the Rector
Story Plays with four pupils.

One pupil helping another:
peer-tutoring.



Three boys reading and re-
cording Story Plays.

The Story Plays are a boxed set of self-directing materials for oral reading which contain twenty plays for boys and twenty for girls. Since each play has four reading parts there are four copies of each, totaling 160 booklets. In each play the four parts vary in difficulty, ranging from fourth grade reading level (free reading) to 2.1 or below, (the least difficult). In this way there are, in each group, one good reader to read the most difficult part and three others in descending order of reading ability.

All the parts are written so that vocabulary is controlled at different levels of difficulty. In this way there are, in each group, one good reader to read the most difficult part and three others in descending order of reading ability.

All the parts are written so that vocabulary is controlled at different levels of difficulty. The names of the characters change but the reading levels remain the same throughout the set of plays. After a little guidance, children are able to carry on the activity independently.

This activity lent itself well to the use of tutors and volunteers. Mrs. Norquist used films on puppets, tape recordings and materials to make puppets which went with particular Story Plays.

- G. Animals: The Animals interest module was organized and developed by Mrs. Elizabeth Matthews.

Children were shown a different animal every day. Each person who brought in an animal told about the animal and the children asked questions about the animal.

Animals, books on animals, and filmstrips were used. The EDL (Educational Development Laboratories, 1959) filmstrips, "Henry the Good Dog" and "A Trip to a Goat Farm", were used.

Parents helped in taking care of the animals after the children observed them. Each day the children chose stories to take home. The following day an adult read the story to the child. Volunteers were used to run the filmstrip and EDL machine.

- H. Crafts: The Crafts interest module was organized and developed by Miss Celeste Coggiola. Miss Coggiola began by collecting a variety of projects and materials for making projects. Children brought some materials to school. Twelve to fifteen children attended the crafts session daily. There were no sex differences in terms of interests and children of all age levels participated in making craft projects.

Parent volunteers and monitors helped children on an individual basis as they progressed with projects, such as stone pins, mask mobiles, and the like. Children read directions for making projects and there seemed to be high interest by both boys and girls in arts and crafts. Miss Coggiola reported that children were able to follow written directions for making the projects. Peers, volunteers and monitors worked with children on an individual basis for completing various projects.

- I. Hunting and fishing: The Hunting and Fishing module was organized and developed by Mrs. Rose Bower. Mrs. Bower used films, such as "Fish that Nearly Drowned", "Animal Tracks and Signs", "Nova Scotia Fisherman",

and "Outboard Fisherman", (BOCES). A filmstrip, "Perch" (BOCES) was also useful in developing the module activities.

The sessions were highlighted by Mr. George Eccles, who made a special presentation to the children on "Baits and Traps". The children read books on hunting and fishing, labeled the different parts of fish, listened to records on hunting and fishing and discussed their readings and personal experiences.

- J. Sports: The Sports interest module was organized and developed by Dick Pond. Capitalizing on existing interest in sports, emphasis was placed on identifying reading material on the topics identified. High interest arousing items were solicited. A football with autographs of a popular team, an autographed baseball bat, and equipment for several sports such as hockey were displayed.

While boys were the principal participants in the sports program, this sex bias need not be a continuing correlate of the activity. The main problem encountered was that the attendance was so high that additional personnel were needed to handle the numbers of attendees.



Volunteer parents, teachers, pupils organizing the day's activities.

EVALUATION

A. Pre-set Criteria Evaluation

The five criteria previously identified for a specified planned evaluation will be considered first, followed by the incidental evaluation.

1. The Inventory of Reading Attitudes (Appendix C) and the Self-Appraisal Inventory (Appendix D) were used to indicate attitudes of students. Pupils who were in the academic year Title I Program had June 1972 responses on each instrument, and the instrument was again administered at the end of the summer program. Of the thirty-five students for whom data were available on both occasions, twenty made gains on the reading inventory and thirteen were at losses, with two reporting no change. There were thirty-three students with Self-Appraisal Inventory scores for both June and the end of summer. Of these thirty-three, twenty-seven made gains, two were no change, and four indicated a loss. The objective of pupils showing an increased number of positive responses was met.
2. The pupil log book reflected the frequent use of equipment and materials throughout the program. During the week of July 17-21, the average daily use was 126 pupil/equipment uses. The week of July 11-14, the average daily use was 110. The objective of greater use of equipment and materials was met.
3. Goals set and met by students reflected an increase during the period with seven pupil objectives met and set on July 5, with forty-nine set and met on July 18. The general trend reflected in Figure 1 (Appendix E) is definitely positive.

4. Goals set for peer tutoring were slow to develop at first when only approximately ten children volunteered to tutor other children. During the final week approximately thirty students were regularly helping other children and successfully completing the task. The objective was met.
5. One hundred six pupils demonstrated mastery of at least two word attack or study skills. Forty-two pupils completed less than two tests. Thus, seventy-two percent of the pupils demonstrated eighty percent of two or more skills.

On the paragraph meaning portion of the Stanford Achievement test, one hundred thirteen children completed the test and fifty-six, or forty-nine and one-half percent made gains. Perhaps because of the short session of the summer school, the gain scores were not statistically significant. However, the achievement objectives were met.



Vince Davis and
Dr. Bauman video
taping.

B. Post Hoc Evaluation

Many of the important objectives are more obviously reflected in examining the data in a broader sense than that dictated by the narrow confines of the planned evaluation procedure. This incidental evaluation arises from the extensive data collected on the program.

The objectives, summarized by area, i.e., Pupils, Teachers, Volunteers, were incorporated into a check list, called a Teacher's Log (Appendix B). The teachers marked these daily to check themselves on coverage of the objectives.

A tally of the objectives checked and reported each day made possible several observations and comparisons.

1. Objectives checked most frequently in each area:

a. <u>Pupils</u>	<u>Frequency</u>
#5 - The pupil will improve his reading skills.....	83
#1 - The pupil will demonstrate a more positive attitude toward reading.....	82
b. <u>Teachers</u>	
#6 - Feel that this type of activity can be carried over into regular year program.....	72
#1 - Uses open classroom concept through team participation in planning activity.....	66
#3 - Counseling children in this activity.....	61
c. <u>Volunteers</u>	
#1 - Exposes volunteer to areas in addition to previous experiences.....	83
#3 - Creates favorable impression on volunteer to relate to community the school program.....	82

Figures 1, 2, and 3 (Appendix E) show the total daily objectives in each of the three major areas.

2. Objectives having the greatest improvement during the second half of the program over the first half:

a. <u>Pupils</u>	<u>Increase</u>
#1 - The pupil will demonstrate a more positive attitude toward reading.....	29%
#4 - The pupil demonstrates an ability to work in a peer teaching situation.....	25%
#3 - The pupil will increase his ability to set goals for himself, select activities, and successfully complete activities.....	21%
b. <u>Teachers</u>	
#1 - Using open classroom concept for planning and #3 evaluation each showed.....	36%
#2 - Using this concept through team participation in planning.....	27%
c. <u>Volunteers</u>	
#3 - Creates favorable impression to relate to community...	26%
#2 - Activity carries over to something volunteer can do with own children in home.....	22%

The t test of the objectives during the second half of the session is statistically significant at the $p = .15$ level.

3. Attendance

Attendance as an indicator of interest in the project is shown by the daily attendance check (Figure 4, Appendix E). The possible enrollment grew quickly after the first day and remained at a fairly high and even level.

Average daily attendance was 111.3, or 93% of the overall enrollment.

4. Pupil Use of Equipment

Children working in an open classroom concept had the opportunity to use a variety of stimulating materials. A number of children participated daily in the use of each type of equipment as shown on the following chart.

	<u>JULY</u>								
	<u>11</u>	<u>12</u>	<u>13</u>	<u>14</u>	<u>17</u>	<u>18</u>	<u>19</u>	<u>20</u>	<u>21</u>
Educational Games.....	7	23	21	--	15	19	14	16	--
EDL Controlled Reader.....	--	--	--	--	--	--	--	3	--
Language Master.....	2	--	--	--	3	3	1	--	--
Cassette Recorder/Player..	10	11	13	12	--	9	11	27	20
Cassette Player.....	10	7	7	6	10	11	8	6	--
Filmstrip Previewer.....	--	12	1	12	4	1	--	17	11
Filmstrip Projector.....	27	17	21	1	28	--	9	--	--
Tutorgram.....	20	23	15	11	24	30	10	18	20
Touch to Learn.....	--	--	9	4	5	10	10	10	10
Movies.....	--	4	5	20	50	40	--	19	50
Record Players..... (with earphones)	23	28	35	23	30	22	9	22	30
Total.....	99	125	128	88*	169	145	72*	101	141

*Popular special interest activities competed with equipment use. During the week of July 17-20, twenty-eight children took equipment home to use.

5. Volunteer Program

The volunteer program, exclusive of the Title I Advisory Committee meetings included twenty mothers who came to pre-planning meetings and in-service training courses for Summer School.

Of the twenty-three volunteers, fourteen attended one hundred per-

cent of the time. Other participants varied from two to eleven days. The volunteers were all mothers, with the exception of two high school students who had younger brothers or sisters in the Summer School. The in-service training which they attended with the teachers provided an opportunity to develop an awareness of new approaches to learning in school programs; what they can do to help their own children; and how they can support school program in the community in general.

6. Parent Conferences

The parents of each child enrolled were invited to visit the Summer School Center and were scheduled for a brief conference. Ninety-seven, or sixty-eight percent, of the parents came for conferences.

Conference interviews showed that fifteen parents reported that children did no reading at home, fifty-three reported a little reading, twenty-five reported much reading, and that seventy-three children showed interests centering around sports, animals and the outdoors.

Regarding children's problems, fifteen said that their child had perception difficulties or were lacking in word attack skills; fifteen reported immaturity or short attention span; fifteen were lacking in self-confidence; others reported a variety of reasons, as speech and hearing, lack of motivation, dislike of school. Eighteen reported liking school and having no problems, (Appendix B).

7. Interest Groups

The interest groups, which occupied the last hour of the session, were based upon interest surveys taken of the children prior to the summer session. Twelve different groups were arranged. Children selected the group each day that they would be in the following day. Most children stayed with their interest group for the entire time.

Such topics were included as: Science activities, Sports cars and Racing, Horses, Pets, Dolls, Crafts, Cooking, Sports, Reading of Plays, and Puppetry.

Guests came to speak to these interest groups. A racing car driver, a sports enthusiast, a horse trainer with two horses, a doll collector with many dolls, and several pets were all a part of the program. In each case, the guest speaker related his activity with the reading necessary to achieve success.

Many books, magazines, filmstrips, movies, etc., were gathered into these centers for the children to read. Some high interest, lower reading level, books interested children who had not read previously.

8. Peer Tutoring

Seventeen pupils were instructed in the method of Peer Tutoring and all worked as tutors on increasing frequency as the summer school progressed.

The children were all volunteers in this activity and had mixed emotions about it. Some were self-conscious at first. Others were completely surprised to be on the helping side of tutoring, as they had always been the ones to be tutored. The self-image of these children expanded greatly as the program progressed.

This activity appeared to be moving very slowly at first, but as it was tried, children gained confidence, and as shown elsewhere in this report, it was one of the areas to have made the most gain. Dr. Mohan, one of the consultants, worked with teachers and children in this area.

9. Reading Skill Tests Completed with Mastery

<u>Number of Tests Completed</u>	<u>Pupils</u>
0	18
1	24
2	35
3	31
4	14
5	12
6 or more	14

In the mastery of the Wisconsin Design for Reading Skill Development in the areas of Word Attack or Study Skills, seventy-two percent of the children demonstrated eighty percent mastery of two or more skills as shown on the above chart. The greatest number of skill tests completed by any one child was eight.

The forty-two children who achieved on none or only one reading test were of the very youngest group. Two teachers working together, new with this age group, misjudged the work for two groups and had the children working at levels too difficult. These groups were later given the prerequisite work which then enabled them to pass the tests, but the days passed by quickly. This was however, a valuable learning experience for the planning team.

We feel that this material is particularly valuable for the development or remediation of reading skills. The breakdown of skills is easily handled in all aspects of testing, recording, remediation, retesting, etc., and easily understood by the teacher-child-parent.

Children working on beginning levels are more accurately measured with these small units of testing. It is unrealistic to expect large gains on a Stanford Achievement Test until these early levels of skills, which are basic to paragraph reading, are mastered.

10. Carry Over to the School Year

Since one of the purposes of summer school was to try out some of the objectives of the Open Classroom concept, the recommendations of the faculty and parents involved will be studied along with the various records that were made and reported herein. Continued work with the Teacher Education Research Center, State University College at Fredonia is planned.

As the teachers who worked in the Summer Program are from five different buildings, they will carry back to their schools the information learned from the summer experience. Of course, the children will be taking back ideas, and parents who volunteered in the program are also looking forward to fall. All teachers were invited to visit the program in action. Board of Education members were given a demonstration at the July 18, 1972 meeting.

A videotape of some of the activities was made and is being used in the various teacher groups to illustrate the activities. This tape is available for other groups also. Black and white pictures and 35mm slide pictures were taken for record and illustration purposes.

11. General Observations

- A. During the first three days, we observed a rapid and positive change in the attitude, attention, and purpose of the children.

Having come from five schools, the children had many new situations to meet all at one time:

1. A large classroom with many people and things in it.
2. Other children from different schools.
3. Parents helping.
4. Teachers from different schools.
5. Consultants and visitors.

All this, faced by children on normal vacation time, and by children who had not met success in their regular school program, tended to make for an excitable gathering.

Not having realized this situation fully, the staff studied their objectives to see where immediate action should be taken. They decided that meeting individual needs and having children set goals for themselves was the key; but that there was just not time for individual conferences. It was decided to use the small groups to involve every child immediately in making choices and setting goals. Children examined their own Skill Achievement records and then, in their Daily Log books, entered the Skills they chose to work on and also the Interest Area they would work on first. The success was like magic. Children became engrossed, set rather high goals for themselves and then set about achieving them. (See above report on Reading Skills Mastery.)

- B. Children's attention spans did not seem to be adversely affected by the variety of people, space, movement, or cameras, etc. They paid no attention to all of this, but quickly accepted and used the facilities to achieve their goals. Neither did they adversely use

the freedom to leave the area when needed, get a bottle of milk when desired, or move about from one learning station to another.

Children's attention spans were directly and positively related to the length of time between the point where they needed help and the time that they actually received the help. With the large number of adults around, the children received help very quickly which kept them at the task longer. Whether the help came from the teacher, or a volunteer, or a peer tutor made no difference.

- C. Faculty members found that there was no difficulty in teaching in this Open Classroom concept. They also were relaxed and enjoyed the new interest shown by pupils who have previously been unmotivated. Teachers realized the value in the team planning and evaluation. There was a realization that the parents had a unique contribution to both areas, because they often revealed a point of view not otherwise known. Also, volunteers learned the role they could play each day and knowing what the goals were made the volunteers much more effective in carrying out work with children and in the keeping of tests and records.
- D. Learning to work in a more effective way with consultants was greatly improved. Not only did the consultants instruct prior to the project, but worked with teachers, parents, and children in carrying out the goals and objectives.

SUMMARY

In summary, the program was exceedingly effective in implementing the Open Classroom concept. Pupil gains through a non-graded or vertical grouping procedure, and the stress upon interest activities and individual goal setting by each child were equally successful.

The pupils gained in reading skills and positive attitudes; the teachers learned new methods of instruction; and the other adults became involved in current instructional practice.



Dr. Thomas Petrie and Dr. Louis Rath
visit with Rudolf Donn.

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Appendix A

Interest Groups:

1. Horses
- * 2. Cooking and Baking
3. Sports
4. Cars, Trucks, Motorcycles
5. Animals as Pets
6. Farms
- * 7. Dolls and Toys
8. Science
9. Hunting, Fishing and Camping
10. Crafts, Handicrafts and Art
11. American Heroes
12. Fairy Tales and Folk Tales

* Examples of these follow.

Curried Chicken

Dice onions and brown in 2 tbs. butter.
Wash and skin chicken (one).
Chop 1 tomato - medium - add to onion.
Add: 1 tsp. salt
 $\frac{1}{2}$ tsp. chili powder
 $\frac{1}{3}$ tsp. turmeric

Cook until it forms a paste. Add chicken and cook covered (30 min.) Stir every 5-7 minutes. If paste gets too dry you may add: 2 tbs. water (or)
 2 tbs. plain yogurt.
5 min. before chicken is done add a pinch of: cinnamon and ginger.

To serve with rice, add $1\frac{1}{2}$ cups of water. When boiled to $\frac{1}{2}$ cup, it is done.

Optional: Also may add ten minutes before ending time: Garlic, hot peppers - diced potatoes.

Guest - Mrs. Mohan

Apple Crisp

Heat oven to 350 degrees.
Spread in 8-inch square Pan:
4 cups sliced apples.
Sprinkle with mixture of:
 $\frac{1}{4}$ cup water
 1 tsp. cinnamon
 $\frac{1}{2}$ tsp. salt.
Work together until crumbly, using pastry blender: 1 cup sugar
 $\frac{3}{4}$ cup sifted flour
 $\frac{1}{3}$ cup soft butter
Spread crumb mixture over apples. Bake uncovered about 40 minutes. Serve warm with rich milk. Makes six servings.

Paintbrush Cookies

Mix thoroughly: $\frac{1}{3}$ cup soft shortening
 $\frac{1}{3}$ cup sugar
 1 egg
 $\frac{2}{3}$ cup honey
 1 tsp. vanilla
Stir in: $2\frac{3}{4}$ cup sifted flour
 1 tsp. soda
 1 tsp. salt.

Chill.

Heat oven to 375 degrees. Roll dough out on floured pastry cloth, using flour-covered rolling pin. Roll to $\frac{1}{4}$ inch thickness. Cut in different shapes. Set on greased baking sheet. Paint designs with Egg Yolk Paint. Bake 8-10 minutes. For clear colors do not let cookies brown. Makes 5 dozen $2\frac{1}{2}$ inch cookies.

Paint: Blend: 1 egg yolk - $\frac{1}{4}$ tsp. water. Divide mixture among several small custard cups. Add a different food coloring to each cup to make bright colors. Paint designs on cookies with small paintbrushes. If egg paint thickens on standing, add a few drops of water.

Chocolate Fudge

2 - 3 oz. packages cream cheese
1 pound confectioners' sugar
4 - 1-ounce envelope unsweetened chocolate
 flavored product
 $\frac{1}{2}$ tsp. vanilla
 $\frac{2}{3}$ cup chopped nuts
Pat of butter.

Put cheese in bowl and let warm at room temperature. Add half of sugar gradually and stir. Squeeze chocolate mixture in fudge mixture. Add rest of sugar gradually. Stir in nuts and vanilla. Butter pan with a piece of wax paper. Put fudge in pan and spread evenly. Chill for two hours in refrigerator. Wash bowl, spoon and other tools used. When fudge is firm, cut into squares. (36 pieces).

Molasses Crinkles

Mix thoroughly: 3/4 cup soft shortening
1 cup brown sugar (packed)
1 egg
1/4 cup molasses

Stir in:

2-1/4 cup sifted flour
2 tsp. soda
1/4 tsp. salt
1 tsp. cinnamon
1 tsp. ginger
1/2 tsp. cloves

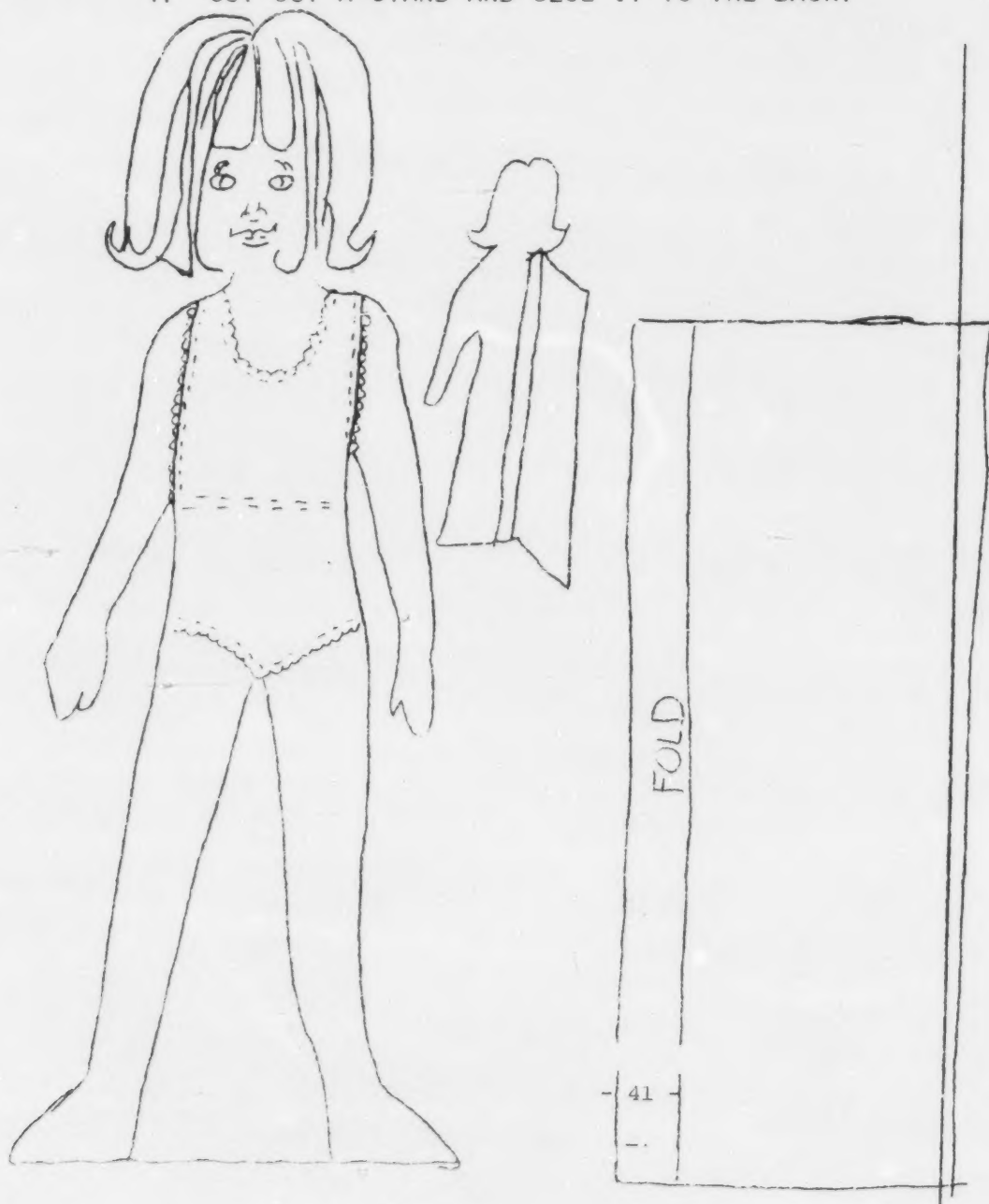
Chill dough. Heat oven to 375 degrees. Roll dough into balls the size of large walnuts. Dip tops in sugar. Place sugared side up, three inches apart, on greased baking sheet. Sprinkle each cooky with two or three drops of water for a cracked surface. Bake 10-12 minutes, just until set, but not hard.

Makes about four dozen cookies.

- PAPER DOLL -

A DOLL TO MAKE AND DRESS:

1. COLOR THE DOLL.
2. PASTE HER ON STIFF PAPER.
3. CUT OUT THE DOLL
4. CUT OUT A STAND AND GLUE IT TO THE BACK.



- PAPER CLOTHES -

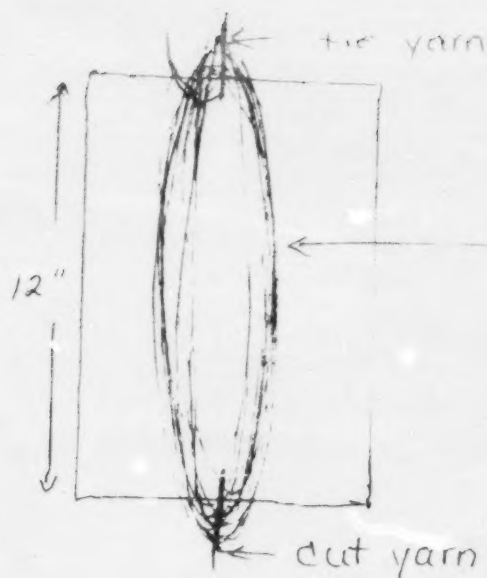
HERE ARE SOME CLOTHES FOR YOU TO MAKE.

YOU MAY USE THESE PATTERNS TO MAKE OTHER CLOTHES FOR YOUR DOLL.

1. COLOR THE CLOTHES.
2. CUT THEM OUT CAREFULLY.
3. DRESS YOUR DOLL.



OCTOPUS DOLL (WITH 6 LEGS)



WRAP YARN AROUND A 12" CARDBOARD 54 TIMES,
USING RUG YARN OR 4-PLY WOOL.

TIE BUNDLE AT ONE END WITH A SHORT PIECE OF
YARN.

CUT YARN AT OPPOSITE END.

INSERT SMALL BALL (PING-PONG?) BELOW TOP.

TIE TO FORM HEAD.

TIE AT "NECK".

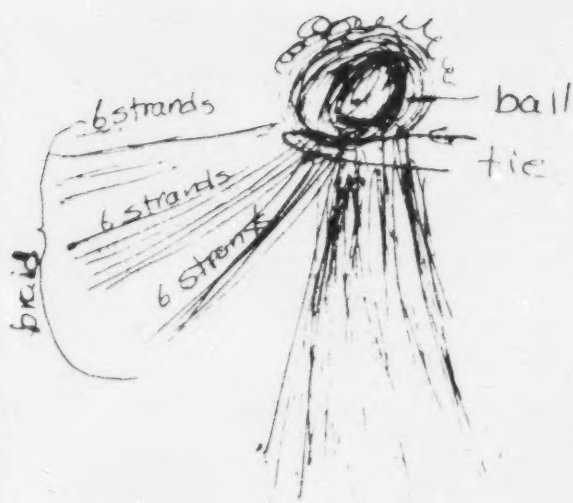
DIVIDE 108 STRANDS INTO SIX PARTS FOR EACH
"LEG". (108 DIVIDED BY 6 = 18 STRANDS.

DIVIDE THE 18 STRANDS OF EACH LEG INTO THREE
PARTS TO BRAID.

TIE ENDS OF EACH BRAIDED LEG.

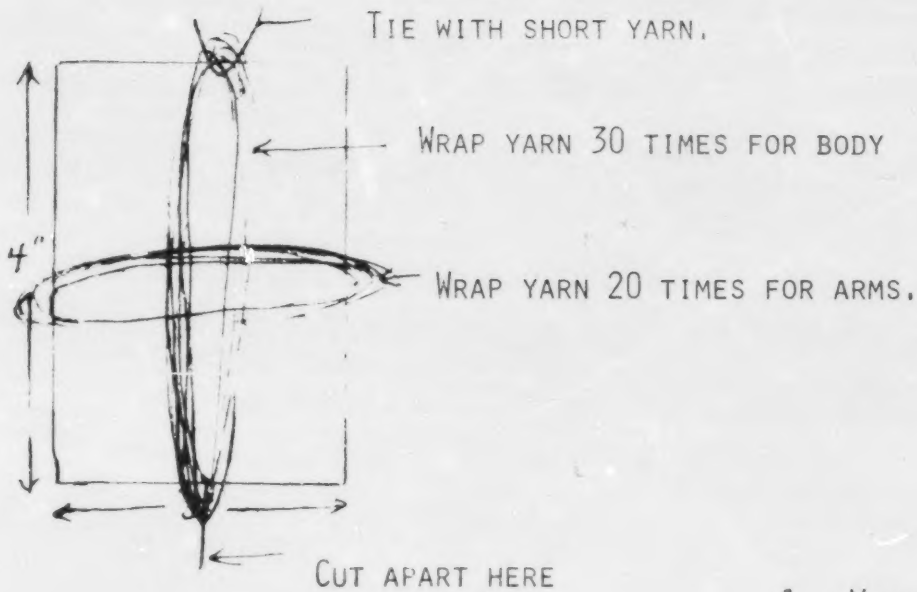
TRIM ENDS.

FEATURES FOR FACE, AND HAIR, MAY BE ADDED.



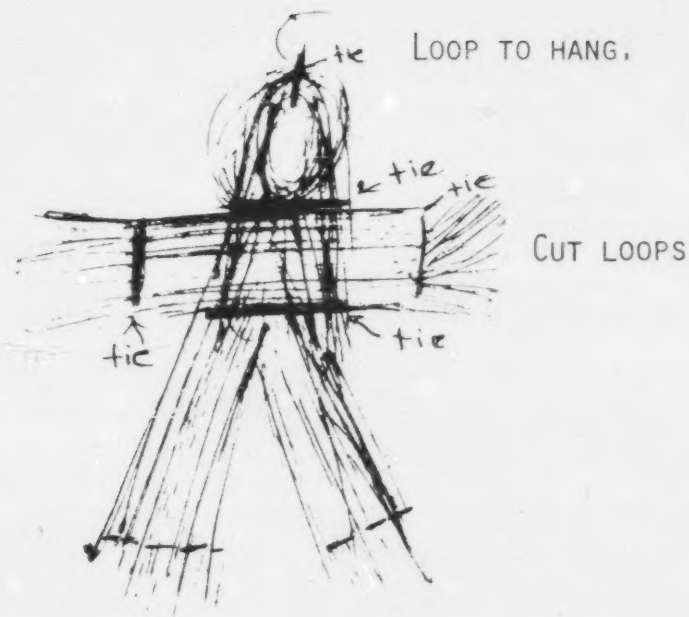
- YARN DOLL -

(CHART INSTRUCTIONS)



DIRECTIONS:

1. WRAP YARN TO FORM BODY AND ARMS.
2. TIE TOP OF HEAD - TIE NECK.
3. PLACE ARMS BETWEEN HALVES OF YARN BODY.
TIE BODY BELOW ARMS.
4. TIE NEAR END OF ARMS, CUT AND TRIM YARN TO MAKE HANDS.
5. LEGS MAY BE DIVIDED AND TIED AT ANKLE TO MAKE BOY DOLL.



Appendix B

1. Teacher's Log of Objectives of Lessons for: _____

- A. Pupils
- B. Teachers
- C. Volunteers
- D. Lesson Outline

2. Pupil Log Page

3. Parent Conference Form

Teacher _____

Teacher's Log

Date _____

Objectives of Lessons:

Subject _____

A. Pupil

- _____ 1. The pupil will demonstrate a more positive attitude toward reading.
- _____ 2. The pupil will show an increased interest in utilization of reading materials.
- _____ 3. The pupil will increase his ability to set goals for himself, select activities, and successfully complete activities.
- _____ 4. The pupil demonstrates an ability to work in a peer teaching situation.
- _____ 5. The pupil will improve his reading skills.

B. Teachers

- _____ 1. Uses open classroom concept through team participation in planning of this activity.
- _____ 2. Uses this concept through team participation in operation of this activity.
- _____ 3. Uses this concept in evaluation of this activity.
- _____ 4. Incorporates counseling and guiding children in this activity.
- _____ 5. Incorporates diagnoses and prescription of materials suitable to this child in this activity.
- _____ 6. Feel that this type of activity can be carried over into regular year program.

C. Volunteers

- _____ 1. Exposes volunteer to areas in addition to previous experiences.
- _____ 2. Activity carries over to something volunteer can do with own children at home.
- _____ 3. Creates favorable impression on volunteer to relate to community the school program.

LESSON OUTLINE:

Pupil Log (Sample daily page)

1. Today I did the following in my Skill Group:
2. Today I went to the following interest group:
3. Today I did the following things in the activity areas:
4. Tomorrow I will go to the following interest group:

PARENT CONFERENCE REPORT

Summer, 1972

Parent _____ Date _____ Teacher _____

1. Teacher explained general goals of the summer session: Heighten interest in reading; Improve skills; try better ways of teaching.
2. Teacher told what parents could do to stimulate interest in reading; read to child, talk to, listen, limit TV, go to library with child, visit places, help child select appropriate books, and help expand vocabulary through meaningful activities.

Parents Comments

3. When does child read? What?

4. What are the child's specific interests?

5. What are the child's specific dislikes or problems in school?

Appendix C - The Inventory of Reading Attitudes

1. Do you like to read before you go to bed?
2. Do you think that you are a poor reader?
3. Are you interested in what other people read?
4. Do you like to read when your mother and dad are reading?
5. Is reading your favorite subject at school?
6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?
7. Do you think that you are a good reader for your age?
8. Do you like to read catalogues?
9. Do you think that most things are more fun than reading?
10. Do you like to read aloud for other children at school?
11. Do you think reading recipes is fun?
12. Do you like to tell stories?
13. Do you like to read the newspaper?
14. Do you like to read all kinds of books at school?
15. Do you like to answer questions about things you have read?
16. Do you think it is a waste of time to make rhymes with words?
17. Do you like to talk about books you have read?
18. Does reading make you feel good?
19. Do you feel that reading time is the best part of the school day?
20. Do you find it hard to write about what you have read?
21. Would you like to have more books to read?
22. Do you like to read hard books?
23. Do you think that there are many beautiful words in poems?
24. Do you like to act out stories that you have read in books?
25. Do you like to take reading tests?

Appendix D - Self Appraisal Inventory

1. Are you easy to like?
2. Do you often get in trouble at home?
3. Can you give a good talk in front of your class?
4. Do you wish you were younger?
5. Do you usually let other children have their way?
6. Are you an important person to your family?
7. Do you often feel bad in school?
8. Do you like being just what you are?
9. Do you have enough friends?
10. Does your family want too much of you?
11. Are you a good reader?
12. Do you wish you were a different child?
13. Are other children often mean to you?
14. Do you tell your family when you are mad at them?
15. Do you often want to give up in school?
16. Can you wait your turn easily?
17. Do your friends usually do what you say?
18. Are there times when you would like to run away from home?
19. Are you good in your school work?
20. Do you often break your promises?
21. Do most children have fewer friends than you?
22. Are you a good child?
23. Are most children better liked than you?
24. Would you like to stay home instead of going to school?
25. Are you one of the last to be chosen for games?
26. Are the things you do at school very easy for you?
27. Do you like being you?
28. Can you get good grades if you want to?
29. Do you forget most of what you learn?
30. Do you feel lonely very often?
31. If you have something to say, do you usually say it?
32. Do you get upset easily at home?
33. Do you often feel ashamed of yourself?
34. Do you like the teacher to ask you questions in front of the other children?
35. Do the other children in the class think you are a good worker?
36. Does being with other children bother you?
37. Are you hard to be friends with?
38. Would you rather play with friends who are younger than you?
39. Do you find it hard to talk to your class?
40. Are most children able to finish their school work more quickly than you?

Appendix E

Figure 1 - Frequency of Meeting Objectives for Pupils

Figure 2 - Frequency of Meeting Objectives for Teachers

Figure 3 - Frequency of Meeting Objectives for Volunteers

Figure 4 - Daily Attendance

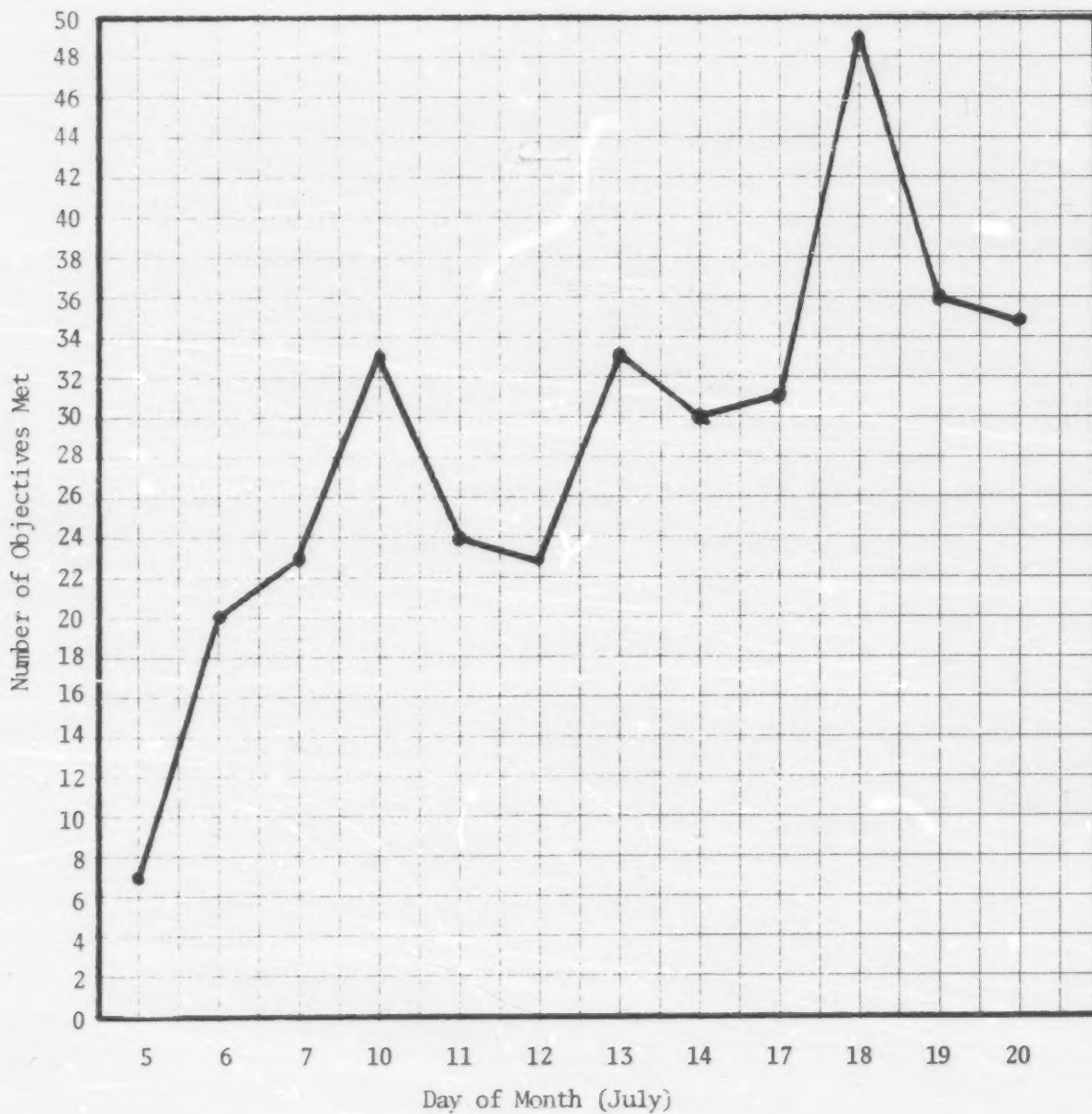


Figure 1
Frequency of Meeting Objectives for Pupils

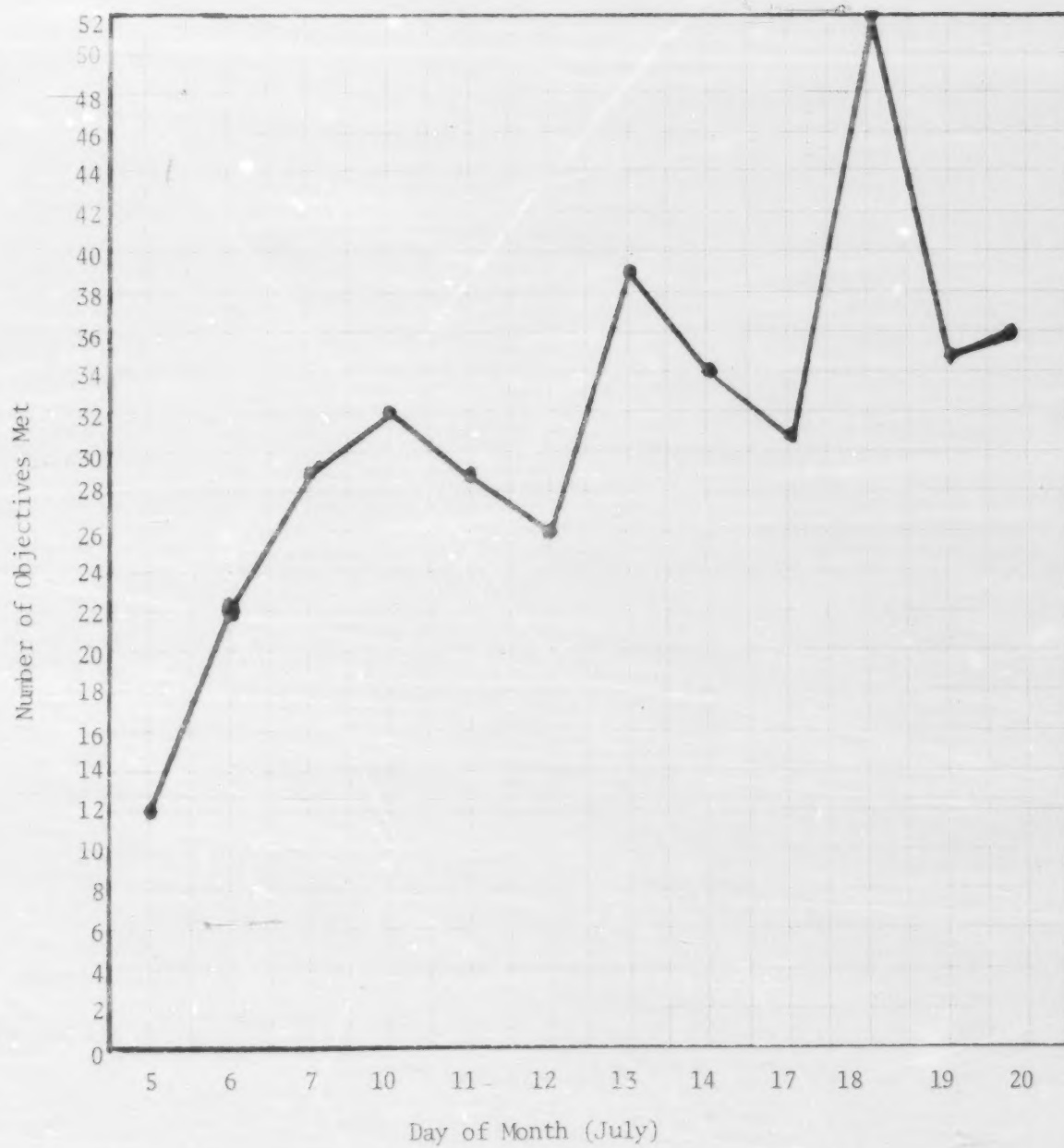


Figure 2
Frequency of Meeting Objectives for Teachers

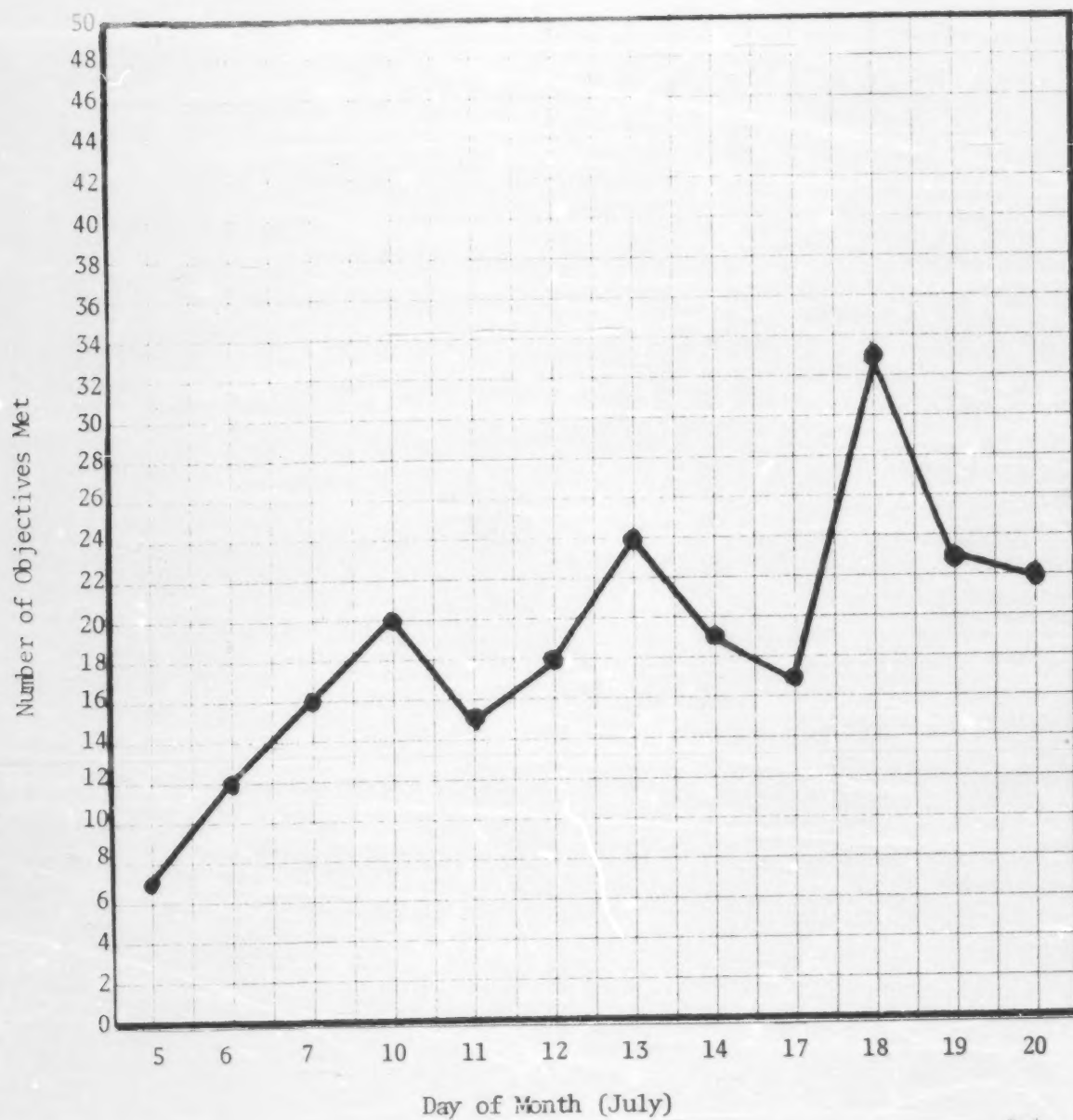


Figure 3
Frequency of Meeting Objectives for Volunteers

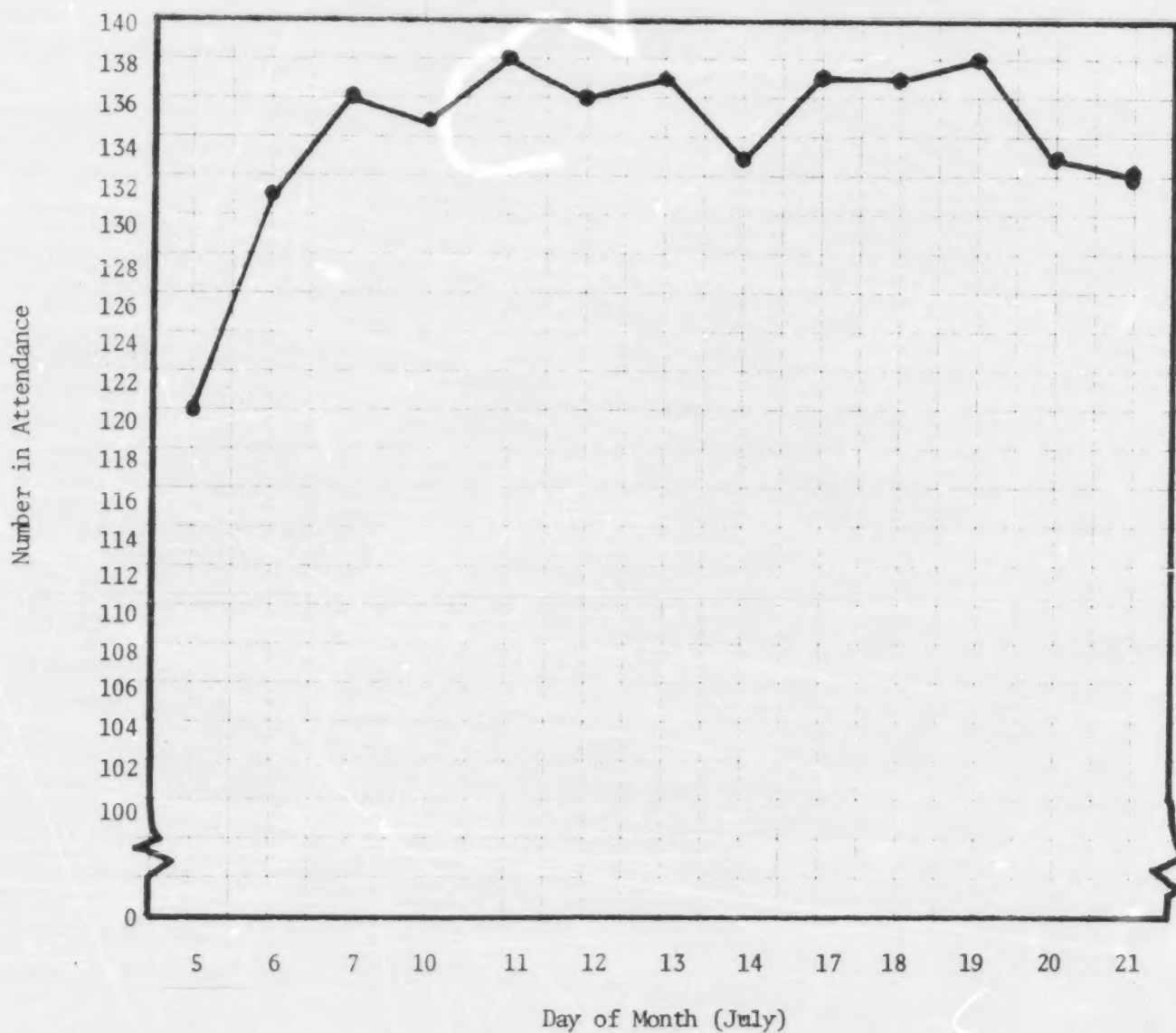


Figure 4
Daily Attendance Record